

**THE QUALITY OF ENGLISH TEXTBOOK ENTITLED
'*WHEN ENGLISH RINGS A BELL*' IN SUPPORTING
COMMUNICATIVE COMPETENCE OF JUNIOR HIGH
SCHOOL STUDENTS**



PUBLICATION ARTICLE

**Submitted As a Partial Fulfilment of the Requirement for the Master Degree in
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by:

**WAHYU PURNANINGTYAS
S200140020**

**DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
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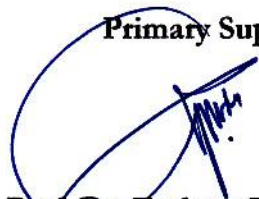
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Written by:
WAHYU PURNANINGTYAS
S 200 140 020

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Primary Supervisor



Prof. Dr. Endang Fauziati, M. Hum
NIK. 274

Co-Supervisor



Mauly Halwat Hikmat, Ph. D
NIK.727

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And is certified to be accepted for submission

The Examiner Board:

1. Prof. Dr. Endang Fauziati, M. Hum
(Examiner I)
2. Mauly Halwat Hikmat, Ph. D
(Examiner II)
3. Dr. Dwi Haryanti, M. Hum
(Examiner III)

(.....)
(.....)
(.....)



The Director of Graduate School

(Signature)

Prof. Dr. Khudzaifah Dimyati

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Writer



WAHYU PURNANINGTYAS

S 200 140 020

THE QUALITY OF ENGLISH TEXTBOOK ENTITLED ‘WHEN ENGLISH RINGS A BELL’ IN SUPPORTING COMMUNICATIVE COMPETENCE OF JUNIOR HIGH SCHOOL STUDENTS

Wahyu Purnaningtyas

wahyupurnaningtyas@gmail.com

Abstrak

Penelitian ini berkonsentrasi pada analisis soal-soal dalam buku pelajaran terkait dengan komponen-komponen dalam kompetensi komunikatif. Tujuan dari penelitian ini adalah untuk menjelaskan jenis-jenis soal-soal bahasa Inggris yang didesain untuk mengembangkan kompetensi komunikatif dalam buku pelajaran serta untuk mengetahui jumlah dan tipe-tipe soal yang mendominasi pada setiap komponen dalam kompetensi komunikatif. Penelitian ini adalah penelitian kualitatif. Data dalam penelitian ini berupa soal-soal dari buku pelajaran berjudul ‘*When English Rings A Bell*’. Untuk mengumpulkan data, peneliti menggunakan metode dokumentasi dengan beberapa langkah: membaca dan memahami keseluruhan soal-soal dalam buku pelajaran; menulis dan memberi kode pada soal-soal dengan menuliskan nomor soal, bab, dan halaman; dan menghitung soal-soal yang mengembangkan kompetensi komunikatif. Data dianalisis menggunakan teori kompetensi komunikatif oleh Celce-Murcia dkk (1995) dan dianalisis dengan model interaktif dari Huberman dan Miles (1994). Ada tiga langkah dalam menganalisis data yaitu reduksi data, penunjukan data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa buku pelajaran tersebut terdiri atas 181 soal dan terdapat empat kompetensi dari kompetensi komunikatif (*linguistic*, *actional*, *sociocultural* dan *discourse*) yang dikembangkan dalam soal-soal. Soal-soal bahasa Inggris yang didesain untuk mengembangkan kompetensi *discourse* siswa adalah *cohesion*, *deixis*, *coherence*, *genre*, dan *conversational structure*. Soal-soal bahasa Inggris yang didesain untuk mengembangkan kompetensi *linguistic* siswa adalah *syntax*, *lexicon*, *phonology*, dan *orthography*. Soal-soal bahasa Inggris yang didesain untuk mengembangkan kompetensi *actional* siswa adalah pengetahuan mengenai fungsi bahasa yang meliputi *interpersonal exchange*, *information*, *feeling*, *opinion*, dan *future scenario*. Soal-soal yang digunakan untuk mengembangkan kompetensi *sociocultural* adalah *stylistic appropriateness factor*. Frekuensi soal-soal yang didesain berdasarkan kompetensi *discourse* adalah 54, 14%, berdasarkan kompetensi *linguistic* 27, 07%, berdasarkan kompetensi *actional* 17, 68, dan berdasarkan kompetensi *sociocultural* 1, 10%. Ada satu kompetensi yang tidak dikembangkan dalam buku pelajaran, yakni kompetensi *strategic*. Tipe soal yang dominan dalam kompetensi *discourse* adalah *genre*, dalam kompetensi *linguistic* adalah *phonology*, dalam kompetensi *actional* adalah pengetahuan mengenai fungsi bahasa khususnya informasi, dalam kompetensi *sociocultural* adalah kesopanan.

Kata Kunci: soal bahasa Inggris, kompetensi komunikatif, analisis isi, pengembangan materi, kurikulum 2013

Abstract

This research is about the analysis of the tasks in the textbook related to five components of communicative competence. The objectives of this study are to explain what English tasks are designed for five components of communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. This research is qualitative research. The data are the tasks from the textbook entitled ‘*When English Rings A Bell*’. To collect the data, the researcher uses documentation method by doing some steps: read and understand the entire tasks in the textbook for several times; mark the tasks that are including in five components of communicative competence; type the tasks and code the marked tasks by writing the task number, the chapter, and the page of the tasks; account the tasks that develop the competences. The data were analysed by the theory of communicative competence suggested by Celce-Murcia et al (1995) and analysed by using interactive model of Huberman and Miles (1994). There are three steps in analysing the data; those are data reduction, data display, and conclusion drawing/verification. The result shows that the textbook entitled *When English Rings A Bell* consists of 181 tasks and there are four components of communicative competence (*linguistic*, *actional*, *sociocultural*, *discourse*) that developed the tasks. The English tasks that are designed to develop students’ *discourse* competence are *cohesion*, *deixis*, *coherence*, *genre*, and *conversational structure*. The English tasks that are designed to develop students’ *linguistic* competence are *syntax*, *lexicon*, *phonology*, and *orthography*. The English tasks that are designed to develop students’ *sociocultural* competence are *stylistic appropriateness*

factors. In actional competence, there are knowledge of language functions includes interpersonal exchange, information, feeling, opinion, and future scenario. The frequency of the English tasks designed for discourse competence is 54, 14%, for linguistic competence is 27, 07%, for sociocultural competence is 1, 10% and for actional competence is 17, 68%. There is one competence that is not covered in the textbook, namely strategic competence. The dominant types of task for discourse competence is genre, for linguistic competence is phonology, for sociocultural competence is stylistic appropriateness factor and for actional competence is knowledge of language function especially information.

Keywords: English task, communicative competence, content analysis, material development, curriculum 2013

1. INTRODUCTION

Nowadays, English is an international language that must be mastered by people in this world, include in Indonesia. In education, English learned by people since they are in the elementary school until they are in the university. Learners need to develop their skills, but sometimes they do not know how to do that. As a teacher, we should help them. By using some various materials and methods, we may help them to develop their language skills.

For many years, Indonesia has implemented some curriculum. Now, we use 2013 curriculum in teaching learning process. Mulyasa (2013: 64) states that curriculum 2013 is developed based on three foundations, namely philosophy, juridical, and conceptual. Curriculum 2013 implements scientific approach which has five steps in learning, namely observing, questioning, gathering information or experimenting, associating or information processing, and communicating. The researcher saw that the goal of learning in 2013 curriculum is to improve the students' communicative competence.

According to Tomlinson (1998), there are many kinds of learning materials such as dictionary, grammar book, workbook, photocopied exercise, etc. In addition, Al-Nwaiem (2012) states that the term 'materials' in an educational context denotes any textual materials used by teachers and students, including textbooks, worksheets, handouts, audio-visual aids and technological materials. According to Hutchinson & Torres (1994: 315), the textbook is an almost universal element of (English language) teaching. Moreover, Cunningsworth (1995) argues that textbooks play several roles in English language teaching curriculum: they are reliable resource for self-directed learning, a source of ideas and activities, and reference material for learners. So, it can be concluded that textbook has important role in the teaching learning process. It must have good quality to create good capability for the students.

In the textbook, of course there must be many tasks and materials inside that will help learners develop their English skills. Lee (2000) in Ellis (2003: 4) states:

"A task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) A language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plan."

So, task means an activity that can influence students' language ability and also their understanding. A good textbook serves good task inside that will make the students easier to understand the materials through those tasks.

According to Celce-Murcia et al (1995), there are five components of communicative competence. Those are: linguistic competence, sociocultural competence, strategic competence, actional competence, and discourse competence. Linguistic competence comprises the basic elements of communication such as the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources as well as the phonological and orthographic systems needed to realize communication as speech or writing (Murcia, 1995: 17).

Celce-Murcia et al (1995: 23) state that sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. Strategic competence refers to knowledge of communication strategies and how to use them. It highlights three functions of strategy use from three different perspectives (Celce-Murcia et al, 1995: 26).

Celce-Murcia et al (1995: 17) defined actional competence as the competence to convey and understand communicative intent that is matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force. Discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. There are many sub-areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure inherent to turn-taking system in conversation (Murcia (1995: 13).

The researcher observes some previous studies before conduct the research in order to know how far communicative competence development is used in language teaching. There are several researchers that had conducted the research related to book analysis and communicative competence. Istiqomah's work (2012) shows that the textbook entitled 'English in Focus' is very compatible with content standard in the school based curriculum. Then, it can be known that five competences of communicative competence are covered in 'English in Focus', they are discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence. Each competence has some components, however not all of the components are covered.

Then, according to Dyah (2012), the workbook that had been analysed is not excellent course book because a lot of tasks are not developing sociolinguistic and strategic competences. She found that there are five competences that covered in the textbook that had been analysed, although the two competences have a limited number of tasks. On the other hand, Qodriani(2014) states that the nature of language uses is being quite good, although it should be evaluated against the use of some vocabularies. The use of language in this textbook is English in standard. Then, there are integration of the various skills of language integration between skills such as listening and speaking skill integration, reading and writing skills integration, and speaking and writing skills integration.

Based on Mayasari's work (2015) that conducted a research based on the theory of Cunningsworth including aim and approaches, design and organization, language content, skill, topic, methodology, teachers' book, and practical considerations shows that 'Real Time' English textbook for junior high school was fairly good in fulfilling the demands of criteria a good textbook by Alan Cunningsworth. It fulfils 65, 5% of the demands. In the same year, Putra had a research related to material design to improve the students' communicative competence. The result of this research shows that the tasks in the textbook are very good in improving all communicative competence by Celce Murcia et al

(1995). The researcher finds the tasks that are supported to develop the learners' communicative competences are 150 tasks of 204 tasks in the textbook. It means that the textbook is enough in developing the learners' communicative competences because it consists of 77, 85% tasks which reflected communicative competence.

The researcher conducts the research related to tasks analysis in a textbook that used in junior high school entitled '*When English Rings A Bell*'. The textbook consists of 181 tasks, and the analysis is based on Murcia's et al theory about communicative competence. The previous research does not focused on the tasks analysis and what are the types of tasks related to communicative competence. So, the research is different with some previous studies. Not only classify the tasks into some components of communicative competence, this research also counts the frequency of tasks on each component and also the percentage. Then, the research also classifies the tasks based on the type of task that implement on each competence. The types of task in linguistic competence are syntax, lexicon, phonology, orthography. The types of tasks in sociocultural competence like cultural factors, social contextual factors, etc. Then, there are time-gaining strategies, interactional strategies and so on in the type of strategic competence. The types of task in actional competence are interpersonal exchange, information, describing people, etc. Then, types of task for discourse competence are cohesion, deixis, coherence, genre, and conversational structure.

From the explanation above about the important of English language, textbook, task, and communicative competence as the goal of learning, so that the researcher interest in conducting a research related to those components. The research is focused on tasks analysis in a textbook entitled '*When English Rings A Bell*' based on theory of communicative competence proposed by Celce-Murcia et al (1995). The researcher conducts the research for some goals as follows: (1) to describe what the English tasks designed to develop the students' linguistic competence; (2) to describe what the English tasks designed to develop the students' sociocultural competence; (3) to describe what the English tasks designed to develop the students' strategic competence; (4) to describe what the English tasks designed to develop the students' actional competence; (5) to describe what the English tasks designed to develop the students' discourse competence; (6) to describe the frequency of the English tasks designed for each competence; (7) to describe the dominant type of tasks for each competence.

2. METHOD

In this study, the researcher applies the qualitative research method because the data of the research are in the form of document from a textbook that contain text or discourse. Qualitative research is intended to understand the subject's phenomena that described in the form of words in a certain natural context and use natural method (Moleong, 2007: 6). The approach that used in this research is content analysis. Weber (1990) indicates that content analysis is a research method that uses a set of procedures to make valid inferences from text. The object of this study is English textbook entitled '*When English Rings A Bell*' for Junior High School in the seventh grade. The textbook was arranged by Ministry of Education and Culture and the manuscript contributors are Yuli Rulani Khatimah, Asep Gunawan, and Siti Wachidah.

The data in this research are tasks that are written in the textbook. Task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process (Prabhu (1987) in Nunan (1992: 4)). The textbook consists of eleven chapters. There are

181 tasks in the textbook, and the researcher focuses on analyzing the tasks that written on each chapter in the textbook. The researcher uses some data collection techniques: observation and documentation. According to Nasution in Sugiyono (2007: 310), observation is the basic of all knowledge. In this step, the researcher observes the textbook that will be analyzed. The researcher observes the textbook from the cover until the end of the textbook. Then, the researcher is going to the next step, it is documentation. Cresswell (2012: 160) states that documentation analysis includes printed materials, images, literary works, film, or other types of records. Then, Sugiyono (2007: 329) states that document is any valuable notes of past events in the form of written text, pictures, or monumental creatures.

The researcher uses some procedures in applying this method: read and understand the entire tasks in the textbook for several times; mark the tasks that are including in five components of communicative competence; type the tasks and code the marked tasks by writing the task number, the chapter, and the page of the tasks; account the tasks that develop the competences. In this research, the researcher needs to verify the data in order to make the research to be valid and reliable. The researcher collects the data and put them into each components of communicative competence. Those are linguistic competence, sociocultural competence, strategic competence, actional competence, and discourse competence. After all the data are collected and put into each component, the researcher share and discuss it with some colleagues and the experts to verify that the data are valid or not. In this research, the expert judgment is really needed for the data validity.

In qualitative research, data analysis begins when the observations started. It is an on-going activity throughout the whole investigation. This research applies the model of data analysis based on Huberman and Miles (1994: 10). They mention three linked processes of analysis, namely data reduction, data display, and data conclusion drawing or verification. Data reduction is a form of analysis that sharpens, sort, focuses, discards, and organizes data in such a way that 'final' conclusion can be drawn and verified (Huberman and Miles, 1994: 11). The coding system is based on the chapter in the textbook, task number, and the page of the textbook. For example the first task in the first chapter and in the first page, so the coding will be: T1/C1/P1. In this process, the researcher classified the data into five components of communicative competence. The display of the data is in the form of table. Each table consists of the competence's name and the amount of task for each component. Verification is fleeting second thought crossing the analyst's mind during writing, with excursion back to the field notes (Miles and Huberman, 1994: 11). Here, the tasks are analyzed with five components of communicative competence by Celce-Murcia et.al (1995).

3. FINDINGS AND DISCUSSION

This research is aimed at explaining what English tasks are designed for five components of communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. The result of analysis and discussion are explaining about the amount of tasks in each competence that covered in the textbook. It also explains about the percentage and the tasks types that are used in the textbook based on the theory of communicative competence. Then, the discussion shows the differences of current findings with the previous findings. The result and the discussion can be described as follows:

1. English Tasks Designed to Develop the Students Linguistic Competence

The first competence that exists in the textbook is linguistic competence. There are forty nine tasks that are using this competence to develop the tasks in the textbook. There are two tasks in chapter one, chapter five, and chapter eleven; 5 tasks in chapter two and chapter six; four tasks in chapter three and chapter eight; one task in chapter four; there are eleven tasks in chapter seven; there are six tasks in chapter nine; and there are seven tasks in chapter ten.

a. Syntax

The example of task that uses syntax as the development of linguistic competence is in the following:

T6/C8/P141:

Observe the picture, and read the sentences.

- 1. He's tall. He has curly hair. He has dark skin.***
- 2. She's tall. Her hair is straight. Her skin is smooth.***
- 3. He's thin. He has sharp eyes. He has a pointed nose.***

The task instructs the students to observe the pictures, and then read the sentences. The pictures are about the students with different appearances. Then, the sentences are the descriptions of those pictures. Based on the theory that has been explained before, syntax is the study about the rules of the words combination to the sentences. In this task, the students are observing and read sentences that have same types. So, the researcher concludes that this task is including in syntax especially in the component of sentence type.

b. Morphology

After analysing the tasks in the textbook, the researcher did not found any tasks that use morphology as the development of linguistic competence in the theory of communicative competence. So, the researcher cannot give the example of task that implements this component of linguistic competence.

c. Lexicon

The example of task is displayed as follow:

T2/C5/P101

Observe the last word of each line. What are they? Write down in the table.

The task instructs the students to observe the last word of each line. It is related to the previous task that is connected to the song that has been listening by the students. So, the students must listen the song, observe the lyrics, and write the last word of each line of the lyric. Based on the theory from Celce-Murcia (1995), the task is implement 'lexicon' as the development of linguistic competence in the textbook. The task is related to the word or vocabulary that must be mastered by the students through the lyric of the song.

d. Phonology

Here is the example of the task:

T6/CI/P8

Listen to your teacher, and repeat after him/her.

A: How are you, Siti?

B: I'm not feeling well, Mam.

A: What is the problem?

B: I have a headache.

A: Get well soon, Siti.

B: Thank you, Mam.

The task is about listening to the teacher and the students are asked to repeat what the teacher said. Phonology is usually known as the study of sound system in the language. The sound can distinguish the words in different meaning. When the students are listening to the teacher, they pay full attention to know the right words and its meaning. So, based on the description and the analysis, the task is including in phonology component in linguistic competence.

e. Orthography

Here the researcher shows an example of task that uses orthography in developing communicative competence.

T10/C2/P35

Work in pairs. Practice spelling names as the model dialog below.

A: What's your name?

B: My name is BENI. B-E-N-I. What about you?

A: My name is UDIN. U-D-I-N.

The task instructs the students to practice spelling names like the model given in the picture. In orthography, there are some aspects and one of them is related to the rules of spelling and also the letters (alphabetic). So, this task is including in orthography as the component of linguistic competence. Here, the students are studying how to spell their name well. So, they can differentiate the sound of each alphabetic.

To make it clear, it can be seen in the table below:

Table 4.6 Linguistic Competence Related to Textbook Analysis

| No. | Aspects in Linguistic Competence | The Amount of the Tasks | Percentage |
|-----|----------------------------------|-------------------------|------------|
| 1. | Syntax | 6 | 12, 25% |
| 2. | Morphology | 0 | 0 |
| 3. | Lexicon | 16 | 32, 65% |
| 4. | Phonology | 24 | 48, 98% |
| 5. | Orthography | 3 | 6, 12% |

From the table above it can be concluded that the dominant type of task in linguistic competence is in the aspect of phonology, and the lowest amount of task in linguistic competence is orthography. There is no task that implements morphology aspect, so it will be better if the textbook is added by some tasks that use this kind of linguistic aspect.

2. English Tasks Designed to Develop the Students Sociocultural Competence

After analysing all tasks in the textbook, the researcher found two tasks that implement sociocultural competence. Those tasks are belonging to the sub-component of stylistic appropriateness factor. Here is the example of the task that is developed based on sociocultural competence:

T18/C1/P20

Please make a dialogue based on each picture below!

The task above instructs the students to make a dialogue based on the picture. There is an example of the dialogue between two people (perhaps a teacher and a student). The

teacher asks the student to feed the animal (cows) with the words “would you like to feed the cows?” Then the student answers by saying “I’m so sorry, we run out of the grass.” The words said by the teacher are showing the politeness in speaking. Then, the student also answers the question by saying the polite words. As in the theory of sociocultural competence, there is a sub-component namely stylistic appropriateness factor that has a politeness inside. So, after analysing this task, the researcher concludes that the task is including in sociocultural competence especially in the component of stylistic appropriateness factor.

To make it clear, the amount of the task can be seen in the table below:

Table 4.7 Sociocultural Competence Related to Textbook Analysis

| No. | Aspects in Sociocultural Competence | The Amount of the Tasks | Percentage |
|-----|-------------------------------------|-------------------------|------------|
| 1. | Social contextual factor | 0 | 0% |
| 2. | Stylistic appropriateness factor | 2 | 100% |
| 3. | Cultural factor | 0 | 0% |
| 4. | Non-verbal communicative factor | 0 | 0% |

From the table above, it can be concluded that there are only two tasks in the textbook that implement sociocultural competence, and the percentage is 100% because the two tasks are based on a component of sociocultural competence.

3. English Tasks Designed to Develop the Students Strategic Competence

Based on the analysis, there is no task uses strategic competence. However, strategic competence is really important to the students in their real life. Strategic competence has some elements inside and it can improve the students’ politeness in speaking. For example, the students can differentiate how to speak with their friend and how to speak with their teacher by studying strategic competence.

4. English Tasks Designed to Develop the Students Actional Competence

There are thirty two tasks that implement actional competence. The amount of tasks in each chapter are as follow: there are ten tasks in first chapter; there are one task in chapter two, six, seven, and ten; there are four tasks in third chapter; there are three tasks in chapter four; there are two tasks in chapter five, eight, and eleven; and there are five tasks in chapter six.

The example of tasks that implement actional competence and its component are follows:

T11/CI/P12

What kind of greetings should you say?

There are many components of actional competence such as asking and giving information, expressing and finding out feelings, suasion, complaining, greeting and leaving, and many more. The task instructs the students to consider the kind of greeting that should they say. According to Celce-Murcia et al (1995) there are two suggested components of actional competence. The first is knowledge of language function that consists of many terms include greeting. So, the researcher concludes that this task is including in the first component of actional competence in the sub-component of interpersonal exchange especially greeting.

T5/C2/P30

Please practice with your classmates using the expressions below.

A: Hi, what is your name?

B: I am Lina.

A: Where do you come from?

B: I come from Medan.

A: Hi. What is your name?

B: I am Beni.

A: Where are you from?

B: I'm from Bali.

The instruction of the task is about practicing the expressing that given in the pictures. The expressions are in the form of conversation. The conversation is about the question about the name, and also the hometown of the partner. Here, the researcher concluded that this task is including in the first suggested component of actional competence, namely interpersonal exchange especially identifying oneself. In the conversation, the teacher asks the students about his name and hometown, so it can be **identifying oneself**.

T7/C4/P71

Tell about your sister or brother.

The third example of the task is about telling the brother and the sister by the students. According to Murcia (1995), in the component of knowledge of language function, there is a component called information. It consists of four parts, namely asking for and giving information, reporting (describing and narrating), remembering, and explaining and discussing. Based on the description of the theory, it can be seen that the task is including in the term of **information**, especially describing. The students may describe their sister and brother by seeing his/her physically or other.

T4/C9/P158

What kinds of healthy food do you know? Discuss with your friends.

The task asks the students to discuss with their friend about the healthy food that they know. Based on the theory that has been explained in the second chapter, we know that there is 'information' and its components in the knowledge of language function. The analysis of the task shows that this task is including in the component of information especially **explaining and discussing**.

T2/C10/P179

Look at the pictures. What does the teacher probably say to the students?

The last example of task that implements actional competence as the development of communicative competence is taken from chapter ten. The task gives the instruction to the students to guess the possibilities of the sentences that will be said by the teacher. In actional competence, there is a component called future scenarios with its sub-components. The researcher concludes that this kind of task includes in the term of **future scenario**, especially in the sub-component of **predicting or discussing possibilities**, because the students must guess what the sentences that probably said by the teacher.

More detail, the table below will explain about this finding.

Table 4. 8 Actional Competence Related to Textbook Analysis

| No. | Aspects in Actional | The Amount of | Percentage |
|-----|---------------------|---------------|------------|
|-----|---------------------|---------------|------------|

| | Competence | the Tasks | |
|----|------------------------|-----------|---------|
| 1. | Interpersonal Exchange | 8 | 25% |
| 2. | Feeling | 4 | 12, 5% |
| 3. | Introduction | 6 | 18, 75% |
| 4. | Information | 10 | 31, 25% |
| 5. | Opinion | 2 | 6, 25% |
| 6. | Future Scenario | 2 | 6, 25% |

From the table above, it can be seen that the highest point in actional competence is information component. There are ten tasks that implement this component with the percentage 31, 25%.

5. English Tasks Designed to Develop the Students Discourse Competence

Based on the analysis of the textbook, the researcher found that there are 100 tasks that are developed by using discourse competence. Chapter one and chapter seven consist of seven tasks that implement discourse competence. Then, there are nine tasks in chapter two; there are thirteen tasks in chapter three and chapter four; there are ten tasks in chapter five, chapter nine, and chapter eleven; there are six tasks in chapter six; there are twelve tasks in chapter eight, and there are three tasks in chapter ten.

a. Cohesion

Based on the result of analysis, there are 21 tasks in the textbook that are developed by using discourse competence in the component of cohesion. In cohesion, there are some components like reference, ellipsis, conjunction, and lexical organization. The following are the example of the tasks that developed based on cohesion in the discourse competence.

T9/C4/P73

Observe the family tree, and tell their relation.

From the task above, the researcher states that the task is including in the cohesion in discourse component of communicative competence. The task asks the students to observe the family tree, and then they must tell the relation of the family. As we know, cohesion is the area of discourse competence closely associated with linguistic competence. In this task, the students have some components of the discourse competence such as conjunction and reference. In telling the relation between family, the students probably used some conjunctions like ‘and, then, after that, the next, etc.’ Reference is related to anaphora and cataphora and it can be looked at the third person such as ‘he, she, him, her, it, itself’. When the students are telling the family relation, they maybe use those words as the choices. So, this task includes in discourse competence in the component of cohesion. It consists of two sub-components, namely reference and conjunction.

T4/C5/P88

Look at the pictures below. Work with a partner to make sentences. Refer to the examples.

-There is a study table.

-There are two pillows.

The students are asked to observe the picture and make sentences based on the pictures like in the example given. In the example, the sentences consist of noun and the words like ‘there’. It shows that the tasks implements cohesion in the discourse competence in the sub-component of reference. As Yule (2006:115) said that

reference is an act by which a speaker or a writer uses language to enable a listener to identify something. Based on the statement, reference can be looked at the third person and the words like ‘this, there, that, and so on.’

b. Deixis

Based on the result of analysis, there are 18 tasks in the textbook that developed by using discourse competence in the component of deixis. Here the researcher gives the examples of the tasks that use deixis in its development.

T9/C3/P52

Please write down the activity and the time in each picture.

Based on the theory of communicative competence, one of sub-component in discourse competence is deixis. It is related to the situational context with the discourse. People can understand something from the speaker when the speaker uses some expression proper with the situation. In this task, the students must write the activity in the pictures and the time of doing those activities. The time for doing activities is closely related with temporal deixis.

c. Coherences

The example is as follow:

T7/C11/P194

My cute cat, Spot

I have a cat. Its name is Spot. Spot is a one-year-old regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

Complete the sentences based on the text above.

- 1. The writer has a***
- 2. Its name is***
- 3. Spot is a***
- 4. He is an***
- 5. I like to***
- 6. Spot eats and drinks***
- 7. He is very ...and likes to***
- 8. Spots usually sleeps***

The task above is about a description text entitled ‘My cute cat, Spot’. First of all, the task is like similar with a genre. However, the students asked to complete the sentences based on the text. So, the point of this task is about writing sentence. There are some words in each number, and then the students must continue the sentence with other words based on the text given. In completing the sentences, the students implement the component of discourse competence, namely coherence. A text or a sentence is called coherence when everything is fitting together well. It means that the component of the sentence must be proper each other. For example, if the subject is using ‘he/she/it’, so the verb must be added by ‘s’ in the end of the words.

d. Generic Structure

T1/C4/P68

Observe the model of the text below.

- *My name is Lina. L - i - n - a*
- *I am a student.*
- *I go to SMP 1 in Palembang.*
- *I was born in Palembang on 30th December 2002.*
- *I live at Jl. Ahmad Yani No. 15. My phone number is 200001.*
- *I like jogging, bicycling, and listening to music.*
- *My Parents' names are Mr. Helmi Yahya and Mrs. Yoana Pataya.*
- *I have one brother and one sister. They are Dandi and Dinda.*
- *My blood type is O.*
- *You can e-mail me at pidia2002@yahoo.co.id*
- *I am in VII F.*

The task is the first task in chapter four at page sixty eight. There is a description about someone in this task, and the students are asked to observe the model of the text in the task. The model of task is a genre. It is including in the component of discourse competence, namely generic structure or usually called genre. There are many kinds of genre such as narrative, descriptive, and report. Each genre has its own generic structures and language features. The students must observe the text, so they will know the kind of text and its generic structures.

e. Conversational Structure

The researcher found some tasks in the textbook that implement conversational structure as the development of communicative competence in the term of discourse. The example of tasks is explained as follow:

T18/CI/P20

Please make dialogue based on each picture below!

A: Would you like to feed the cows?

B: I'm so sorry, we run out of the grass.

The example of the task is found from chapter one page twenty. The task instructs the students to make dialogue based on the pictures given in the task. The other name of dialogue is conversation. Then, the researcher assumes that this task is including in conversational structure. As we know that in conversation, there must be participants and there is a style or strategy of participant in that conversation. The turn-taking system in conversation deals with how people open and reopen conversation, how they establish and change topics, and so on. In the sentence example in this task, there is a sentence that shows how people open a conversation politely: ('would you like to feed the cows?'). The students probably do the similar thing when they make a dialogue in this task.

In detail, the result will be displayed in the form of table in the following:

Table 4. 9 Discourse Competence Related to Textbook Analysis

| No. | Aspects in Discourse Competence | The Amount of the Tasks | Percentage |
|-----|---------------------------------|-------------------------|------------|
| 1. | Cohesion | 21 | 21% |
| 2. | Deixis | 18 | 18% |
| 3. | Coherence | 8 | 8% |
| 4. | Genre | 38 | 38% |
| 5. | Conversational Structure | 15 | 15% |

From the table above it can be seen that the highest amount of the tasks that develop linguistic competence is in the aspect of genre. There are thirty eight tasks with the percentage 38% from the total number a hundred task in linguistic competence that covered in the textbook.

The three components of communicative competence that are covered in the textbook have been explained above. Thus, there are two components of communicative competence that do not exist in the textbook, namely strategic and sociocultural competence. However, those two competences are important for the students to develop their communicative competence. So, it can be a suggestion for the book designer to add those two competences.

6. The Frequency of the English Tasks Designed for Each Competence

According to the analysis, the textbook consists of 181 tasks, and there are three components of communicative competence in developing the tasks: discourse competence, actional competence, and linguistic competence. The frequency for each competence is as follow:

- The total number for linguistic competence is 49 tasks, with the percentage 27, 07%.
- The total number for actional competence is 32 tasks, with the percentage 17, 68%.
- The total number for discourse competence is 98 tasks, with the percentage 55, 25%.
- The total number for sociocultural competence is 2 tasks, with the percentage 1, 10%.

7. The Dominant Type of Tasks for Each Competence

The dominant type of task for the three components of communicative competence that are found in the textbook '*When English Rings A Bell*' is:

- The dominant type of task in linguistic competence is phonology, with the percentage 48, 98%.
- The dominant type of task in actional competence is information, with the percentage 31, 25%.
- The dominant type of task in discourse competence is genre, with the percentage is 38%.
- The dominant type of task in sociocultural competence is stylistic appropriateness factor, with the percentage is 100%.

The result of current findings is compared with the previous findings as the discussion. There are eight previous findings, but there are two previous findings that almost similar to this current study. So, the researcher shows the differences in the form of table below:

Table 4.10. The Comparison between Recent Findings and Some Previous Findings Related to Tasks Analysis Based on Communicative Competence Theory

| No. | Aspects | Sub- Components | Frequency | | | |
|-----|-----------------------|-----------------|------------------|-----------|-----------|--------|
| | | | Current Findings | Finding 1 | Finding 2 | |
| | | | | | Book 1 | Book 2 |
| 1. | Linguistic Competence | Syntax | 6 | 82 | 6 | 19 |
| | | Morphology | - | - | 2 | 7 |
| | | Lexicon | 16 | 4 | 19 | 22 |
| | | Phonology | 24 | - | - | - |
| | | Orthography | 3 | - | - | - |

| | | | | | | |
|----|---------------------------------|-----------------------------------|----|----|----|----|
| 2. | Sociocultural Competence | Social contextual factors | - | 3 | 16 | 13 |
| | | Stylistic appropriateness factors | - | 4 | 16 | 13 |
| | | Cultural factors | - | - | - | - |
| | | Non-verbal communicative factors | - | - | - | - |
| 3. | Strategic Competence | Reduction strategies | - | - | - | - |
| | | Time-gaining strategies | - | 4 | 7 | 5 |
| | | Compensatory strategies | - | - | - | - |
| | | Self-monitoring strategies | - | - | - | - |
| | | Interactional strategies | - | 9 | - | - |
| 4. | Actional Competence | a. Knowledge of language function | | | | |
| | | -Interpersonal exchange | 8 | 4 | 27 | 25 |
| | | -Information | 10 | 12 | 6 | 4 |
| | | -Opinion | 2 | 3 | 12 | 15 |
| | | -Feeling | 4 | 8 | 3 | 2 |
| | | -Suasion | - | - | 13 | 1 |
| | | -Problem | - | 3 | 4 | - |
| | | -Future scenario | 2 | 1 | 3 | 5 |
| | | b. Knowledge of speech act sets | - | - | - | 1 |
| 5. | Discourse Competence | a. Cohesion | | | | |
| | | -Reference | 4 | - | 6 | 4 |
| | | -Substitution/ellipsis | - | 2 | 6 | 6 |
| | | -Conjunction | - | - | 4 | 2 |
| | | -Lexical chain | 21 | - | 21 | 6 |
| | | b. Deixis | 18 | - | 48 | 47 |
| | | c. Coherence | 8 | 2 | 28 | 21 |
| | | d. Genre | 38 | 9 | 30 | 15 |
| | | e. Conversational structure | 15 | - | 3 | 9 |

From the table above, we can conclude that the two previous findings have more variation in task development by using communicative competence than the current findings. The current findings show that discourse competence is the dominant type of task in developing communicative competence. The highest amount of discourse competence component is genre. Then, the lowest amount of discourse competence component is cohesion. Thus, there are two sub-components that are not covered in current findings, namely substitution and conjunction. There are no tasks that instruct the students to do the activity related to these sub-components.

The smallest amount of communicative competence component that covered in the textbook is actional competence. There are thirty two tasks use actional competence with the highest point is in the sub-component of knowledge of language function about information. The lowest point in actional competence here is opinion and future scenario.

However, there are two sub-components of knowledge and language function that do not exist in the textbook, namely suasion and problem.

The first previous finding has five components of communicative competence covered in the book that has been analysed. The highest point of the first previous finding is linguistic competence in sub-component of syntax. Then, the lowest point in the first finding is sociocultural competence. The second previous finding shows that all components of communicative competence are covered in the books that have been analysed. The first and the second book show that the highest amount comes from discourse competence while the lowest amount comes from actional competence in the component of knowledge of speech act set.

From the table above, it can be concluded that there are two competences that are not covered in current findings, namely sociocultural competence and strategic competence. It can be a new idea for the book writer to add those two kinds of competences in order to make the development of communicative competence in the textbook completely.

4. CONCLUSION

Based on the research findings, the researcher concludes that the English tasks that are designed to develop the students' linguistic competence are phonology, orthography, lexicon, and syntax. There are no English tasks in the textbook that are designed to develop the students' sociocultural competence and strategic competence. The English tasks that are designed to develop the students' actional competence are knowledge of language function include interpersonal exchange (greeting), feeling, identifying oneself, explaining, information (describing), opinion, and future scenarios (predicting). The English tasks that are designed to develop the students' discourse competence are cohesion include reference, deixis, coherence, genre, and conversational structure.

The frequency of the English tasks designed for discourse competence are 100 tasks, the percentage is 55, 25%. The frequency of the English tasks designed for actional competence are 32 tasks, the percentage is 17, 68%. The frequency of the English tasks designed for linguistic competence are 49 tasks, the percentage is 27, 07%. Then, there are no tasks that are designed for developing sociocultural competence and strategic competence. The dominant type of task in discourse competence is genre with the percentage 38%. The dominant type of task in actional competence is information with the percentage 31, 25%. The dominant type of task in linguistic competence is phonology with the percentage 48, 98%. Then, there is no dominant type of task in sociocultural competence and strategic competence because there is no task that implements those competences.

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